South Dakota Head Start State Collaboration Office Needs Assessment

2014 – 2015 Survey Results

The goal of Head Start is to increase the social competence of children in low-income families and children with disabilities, and to improve their chances for school success.

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FOREWORD AND ACKNOWLEDGMENTS

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INTRODUCTION

Overview of Head Start Program

Head Start is a "*national program that promotes school readiness by enhancing the social and cognitive development of children through the provision of educational, health, nutritional, social and other services to enrolled children and families.*" The program provides grants to local agencies, both public and private non-profit, who in turn provide services to economically disadvantaged children from birth to age five, expectant mothers, and families (http://www.acf.hhs.gov/programs/ohs/about/).

The Department of Health and Human Services (HHS) is the umbrella organization at the Federal level for Head Start. Overall administrative responsibility for the Head Start program is vested in the Office of Head Start, an organizational component of the Administration on Children and Families (ACF). The Office of Head Start provides national leadership and carries out a variety of planning, policy setting, budgeting, and management functions.

Regional offices work with local programs on a day-to-day basis. Funding flows from the federal level to regional offices and then to local communities. Unlike some of HHS's other programs, there is no state agency through which the funding flows. Regional office specialists are responsible for negotiation and monitoring of local program grants in the states within their respective regions. All American Indian program grants are funded through Region XI in Washington DC. Responsibility for American Indian Head Start programs, whose grantees are primarily federally recognized American Indian tribes, rests with this regional office.

In South Dakota community members are offered Head Start services through 16 Head Start and nine Early Head Start programs (one grantee is headquartered in North Dakota). Local communities plan programs that meet the needs of families unique to the area and are expected to match federal funding with 20 percent of local resources. All programs, however, adhere to the same basic philosophical principles that are:

* A child benefits from a comprehensive program that encourages normal development and school readiness.

* Parents are the primary educators of their children and must be involved directly in the program.

* Children's well-being depends on the well-being of the entire family.

* Partnerships with other community agencies and organizations are essential to meeting family needs.

The South Dakota Head Start State Collaboration Office, established in 1990, is the state's central point of contact between South Dakota Head Start programs and state agencies. Its purpose is to disseminate information about Head Start, assist in development of multi-agency and public/private partnerships between Head Start and the state, assist with interagency agreements for services and transitions from early childhood into the public schools, collaborate with other agency initiatives, and help build early childhood systems and access to comprehensive services for all low-income children.

STUDY DESIGN

Study Objectives

The purpose of this survey was to collect data from Head Start program staff for a needs assessment of Head Start programs in South Dakota. The project is in response to changes in Federal statute P.L. 100-134 entitled Improving Head Start for School Readiness Act of 2007, and aligns with collaborative efforts of the National Office of Head Start. The goal of this survey was to conduct a grantee-based assessment of Head Start programs with specific focus on cooperation, coordination, and collaboration within ten key activity areas. These ten activity areas are: 1) health care services; 2) children experiencing homelessness; 3) welfare/child welfare; 4) child care services; 5) family literacy services; 6) services for children with disabilities; 7) community services; 8) education, divided into 8A) partnerships with local education agencies, 8B) Head Start transition and alignment with K-12, 9) Head Start to Head Start Transition; and 10) professional development.

Survey Instrument

The current survey was developed from the 2013 survey with changes made reflecting identified needs from that survey. There were three main parts to the survey. First, data were gathered to identify the extent of involvement that each Head Start program has with various service providers and organizations by content area. A listing of possible agencies for interaction within each activity area was based on recommendations from the National Office of Head Start. A scale was developed to capture the range of involvement from "no working relationship" to a full "collaborative relationship." The definitions of the range of involvement are as follows:

- **Collaboration** represents the greatest level of involvement in which the Head Start agency shares resources and/or has formal, written agreements with the various providers or organizations. Examples of collaboration include co-funded staff or building costs, joint grant funding for a new initiative or a Memorandum of Understanding (MOU) on transition.

- **Coordination** represents the next lower level of involvement, in which the Head Start agency works together on projects or activities with the various providers or organizations. Examples of coordination include parents from the service providers' agency being invited to the Head Start agency's parent education night or the service provider offering health screenings for the children at the Head Start agency's site.

- **Cooperation** represents the lowest level of involvement, in which the Head Start agency exchanges information with the various providers or organizations. Examples of cooperation include making and receiving referrals.

- **No working relationship** represents no involvement between the Head Start agency and the various providers or organizations. They do not make referrals, do not work together on projects or activities and do not share information.

Second, information was obtained regarding the level of difficulty each program has had engaging in each of the variety of tasks associated with the respective activity areas. A 4-point scale was used to measure the level of difficulty that ranged from "not at all difficult" to "extremely difficult."

Finally, open-ended questions were used to document any remaining concerns and to give respondents an opportunity to share insight about what is working well in their program. These comment sections were not mandatory for completion of the survey.

The survey's design has been subject to editing over the last five years. Some questions have been removed from the current iteration in the appendix, and as such have been removed from the results section of this report.

Methodology

In December 2013, the South Dakota Head Start State Collaboration Office Director contracted the services of Whippourwill Consulting to design, administer, and process the 2014 Needs Assessment survey. The South Dakota Head Start association was contracted to perform the 2015 Needs Assessment survey and aggregate the five-year data for evaluation.

The Needs Assessment survey was distributed to South Dakota Head Start Directors through SurveyMonkey.com. Program Directors were informed via e-mail of the survey availability with instructions for accessing the survey via SurveyMonkey.com. Head Start program directors were given the option of completing a hardcopy paper survey and returning it to the South Dakota Head Start State Collaboration Office who would input the data on SurveyMonkey.

The survey was distributed to sixteen Head Start Grantees, eight Region VIII Programs and eight Region XI Programs serving American Indian/Alaskan Native populations on South Dakota reservations.

Region VIII Surveyed Programs – Required	Region XI Surveyed Programs – Not Required
TREC - Badlands Head Start	Cheyenne River Sioux Tribe Head Start
Inter-lakes Community Action Head Start	Lower Brule Sioux Tribe Head Start
Northeast South Dakota Head Start	Yankton Sioux Tribe Head Start
Oahe Child Development Center, Inc.	Oglala Lakota College Head Start
Sioux Falls Head Start	Rosebud Sioux Tribe HS Program
South Central Child Development	Sisseton Wahpeton Head Start
University of SD-Pre Birth - 5	Rural America Initiatives
Youth and Family Services	Standing Rock Sioux Tribe

Key Activity Area	Response Rate / N = 16
1. Health Care Services	87.5% / N = 14
2. Services for Children Experiencing Homelessness	87.5% / N = 14
3. Welfare/Child Welfare	87.5% / N = 14
4. Child Care Services	87.5% / N = 14
5. Family Literacy Services	87.5% / N = 14
6. Services for Children with Disabilities	87.5% / N = 14
7. Community Services	87.5% / N = 14
8A. Partnerships with Local Education Agencies	87.5% / N = 14
8B. Head Start Transition and Alignment with K-12	87.5% / N = 14
9. Head Start to Head Start Transition	87.5% / N = 14
10. Professional Development	87.5% / N = 14

Survey Report

The survey is reported in table form. Each question of the survey is juxtaposed to the answer of the respondent.

2014 survey responses to each question are recoded for the purpose of comparing and contrasting changes during the past year. It should be noted that respondents to the survey, and or specific questions, may not be from the same program, or personnel during each year. No accurate longitudinal interpretation may be made per program.

Percentages used in this report are rounded to the closest percentage; each question having the highest percentage response is highlighted. Where two responses have the same response percentage both are highlighted.

Open-ended responses are reported verbatim without editing.

SURVEY RESULTS

Key Activity Area 1: Health Care Services

Area 1: Involvement with health care

Category	No Working Relationship (little/no contact)		Cooperation (exchange info/referrals)		Coordination (work together)		Collaboration (share resources/ agreements)		NA	
	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015
	N=11	N=14	N=11	N=14	N=11	N=14	N=11	N=14	N=11	N=14
1.1.B. Area or local agency(ies) providing mental health prevention and treatment services (e.g., S.D. Community Mental Health Centers, S.D. Substance Abuse Centers, etc.)	9%	**14%**	27%	**14%**	18%	**21%**	45%	**43%**	0%	**7%**
1.1.D. Other nutrition services (e.g., cooperative extension programs, university projects on nutrition, Harvest of the Month, I Grow… Program, Children in Nature, etc.)	27%	**7%**	27%	**36%**	18%	**21%**	27%	**36%**	0%	**0%**

Area	Not at All Difficult		Somewhat Difficult		Difficult		Extremely Difficult		NA	
	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015
	N=11	N=14	N=11	N=14	N=11	N=14	N=11	N=14	N=11	N=14
1.2.D. Assisting parents to communicate effectively with medical/dental providers	45%	**14%**	45%	**64%**	9%	**21%**	0%	**0%**	0%	**0%**
1.2.E. Sharing data/information on children/families served jointly by Head Start and other agencies re: health care (e.g., lead screening, nutrition reports, home-visit reports, etc.)	64%	**64%**	36%	**29%**	0%	**7%**	0%	**0%**	0%	**0%**

Comments:	3.1.1 - Moving toward coordination - staff from MH agency attend HSAC and in 1 county, county partnership meetings. Program director on county Systems of Care work group. 4.1.2 - Difficulty with parents understanding their bills, being able to communicate Head Start requirements to medical/dental providers - have had parents state providers not willing to complete 30 month well-child exam most recently. Not difficult to share information with parent permission.
	More dentists in some of our communities are not taking new Medicaid patients. This has proven challenging to obtain a dental home for several families.

Key Activity Area 2: Services for Children Experiencing Homelessness

Area 2: Involvement with children experiencing homelessness

Category	No Working Relationship (little/no contact)		Cooperation (exchange info/referrals)		Coordination (work together)		Collaboration (share resources/ agreements)		NA	
	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015
	N=11	N=14	N=11	N=14	N=11	N=14	N=11	N=14	N=11	N=14
2.1.A. School District McKinney-Vento liaison	73%	**43%**	27%	**21%**	0%	**21%**	0%	**0%**	0%	**14%**
2.1.C. School District Title I where funds are being used to support early care and education programs for children experiencing homelessness*	64%	**36%**	18%	**14%**	9%	**21%**	0%	**0%**	9%	**29%**

Area	Not at All Difficult		Somewhat Difficult		Difficult		Extremely Difficult		NA	
	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015
	N=11	N=14	N=11	N=14	N=11	N=14	N=11	N=14	N=11	N=14
2.2.C. In coordination with LEA, developing and implementing family outreach and support efforts under McKinney-Vento and transition planning for children experiencing homelessness	18%	**21%**	27%	**29%**	9%	**7%**	18%	**21%**	27%	**21%**

Comments:	An area that Head Start will be focusing on in the future.
	No coordinator for working together regarding homelessness. The LEA homeless liaisons do not seem to know that they are supposed to work with other agencies regarding homeless. Refuse to share names - we share applications - they claim they don't know if families are homeless. We don't make annual contacts.
	There is no relationship
	Program director outreach to school district staff (principal, spec. ed director) annually, but limited discussion held on homelessness during those discussions - focus has been more on needs of children in their district, school readiness goals, data.
	Lack of communication in this area

Key Activity Area 3: Welfare/Child Welfare

Area 3: involvement with welfare/child welfare

Category	No Working Relationship (little/no contact)		Cooperation (exchange info/referrals)		Coordination (work together)		Collaboration (share resources/ agreements)		NA	
	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015
	N=11	N=14	N=11	N=14	N=11	N=14	N=11	N=14	N=11	N=14
3.1.C. Child Welfare agency (Child Protection)	0%	**0%**	18%	**29%**	36%	**43%**	45%	**29%**	0%	**0%**
3.1.D. Common Sense Parenting Classes offered by the Division of Child Protection Services in S.D. Department of Social Services	27%	**21%**	36%	**36%**	18%	**21%**	18%	**0%**	0%	**21%**

Area	Not at All Difficult		Somewhat Difficult		Difficult		Extremely Difficult		NA	
	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015
	N=11	N=14	N=11	N=14	N=11	N=14	N=11	N=14	N=11	N=14
3.2.C. Establishing and implementing local interagency partnerships agreements regarding family/child assistance services	36%	**57%**	36%	**21%**	0%	**0%**	9%	**14%**	18%	**7%**
3.2.D. Exchanging information on roles & resources with other service providers regarding family/child assistance services	45%	**50%**	45%	**36%**	9%	**7%**	0%	**7%**	0%	**0%**

Comments:	9.3.1 collaboration with child protection include staff serving on county child protection teams, joint safety plans written with families, attendance at community partnership meetings. Difficulty in accessing Common Sense Parenting classes - only offered in one county - and is for children ages 5+ - response from local office difficult. 10.32 - rated this way as we have no local agreements in place. Somewhat difficult in that not in all counties that we serve do we have family/child assistance services present at meetings we host - do a lot of individual contacts.

Key Activity Area 4: Child Care Services

Area 4: Involvement with child care services

Category	No Working Relationship (little/no contact)		Cooperation (exchange info/referrals)		Coordination (work together)		Collaboration (share resources/ agreements)		NA	
	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015
	N=11	N=14	N=11	N=14	N=11	N=14	N = 12	N=14	N=11	N=14
4.1.C. Local child care programs providing full-year, full-working day services	9%	**21%**	36%	**29%**	18%	**14%**	36%	**14%**	0%	**21%**
4.1.C1. Center Base	9%	**14%**	36%	**29%**	18%	**29%**	27%	**21%**	9%	**7%**
4.1.C2. Group/Family	27%	**29%**	27%	**21%**	18%	**7%**	9%	**7%**	18%	**36%**
4.1.C3. In-Home (Regulated /Non-Regulated)	27%	**29%**	36%	**14%**	9%	**0%**	9%	**7%**	18%	**50%**

Area	Not at All Difficult		Somewhat Difficult		Difficult		Extremely Difficult		NA	
	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015
	N=11	N=14	N=11	N=14	N=11	N=14	N=11	N=14	N=11	N=14
4.2.A. Establishing linkages/partnerships with child care providers	36%	**29%**	9%	**14%**	27%	**21%**	18%	**21%**	9%	**14%**
4.2.C. Aligning policies and practices with other service providers	9%	**14%**	64%	**29%**	0%	**14%**	18%	**21%**	9%	**21%**
4.2.D. Sharing data/information with parent permission on children that are jointly served (assessments, outcomes, etc.)	45%	**29%**	45%	**36%**	0%	**0%**	9%	**21%**	0%	**14%**

Comments:	I've requested items from Providers and cannot obtain.
	12.4.1 - in Vermillion two strong partnerships with childcare centers - little contact with group/family or in-home providers. 13.4.2 - no partnerships could be found for EHS childcare partnership grants. Childcare licensing worker is great at sharing information with Head Start and Director has joined Childcare Director Association to work on this area.

Key Activity Area 5: Family Literacy Services

Area 5: Involvement with family literacy services

Category	No Working Relationship (little/no contact)		Cooperation (exchange info/referrals)		Coordination (work together)		Collaboration (share resources/ agreements)		NA	
	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015
	N=11	N=14	N=11	N=14	N=11	N=14	N=11	N=14	N=11	N=14
5.1.F. Providers of services for children and families who are English Language Learners (ELL)	18%	**14%**	45%	**21%**	18%	**36%**	9%	**0%**	9%	**29%**
5.1.G. Local School District Title I Coordinator	36%	**14%**	9%	**36%**	36%	**14%**	18%	**14%**	0%	**21%**

Area	Not at All Difficult		Somewhat Difficult		Difficult		Extremely Difficult		NA	
	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015
	N=11	N=14	N=11	N=14	N=11	N=14	N=11	N=14	N=11	N=14
5.2.C. Establishing linkages/partnerships with key literacy providers	9%	**36%**	64%	**29%**	27%	**0%**	0%	**14%**	0%	**21%**

Comments:	15.5.1 - local interpretation services shared between agencies. Head Start program has not been invited to any meetings regarding School Consolidated Application process - with Director outreach sometimes these meetings happen. 16.5.2 - we have no partnerships with local literacy providers

Key Activity Area 6: Services for Children With Disabilities

Area 6: Involvement with children with disabilities

Category	No Working Relationship (little/no contact)		Cooperation (exchange info/referrals)		Coordination (work together)		Collaboration (share resources/ agreements)		NA	
	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015
	N=11	N=14	N=11	N=14	N=11	N=14	N=11	N=14	N=11	N=14
6.1.A. Local Part B/619 providers	9%	**0%**	0%	**21%**	27%	**50%**	64%	**29%**	0%	**0%**
6.1.B. Local Part C providers	9%	**0%**	0%	**29%**	36%	**36%**	55%	**36%**	0%	**0%**

Area	Not at All Difficult		Somewhat Difficult		Difficult		Extremely Difficult		NA	
	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015
	N=11	N=14	N=11	N=14	N=11	N=14	N=11	N=14	N=11	N=14
6.2.A. Obtaining timely evaluations of children	36%	**50%**	36%	**36%**	18%	**14%**	9%	**0%**	0%	**0%**
6.2.B. Having staff attend IEP or IFSP meetings	54%	**64%**	45%	**29%**	0%	**7%**	0%	**0%**	0%	**0%**
6.2.E. Sharing data/information on jointly served children (assessments, outcomes, etc.)	45%	**79%**	45%	**14%**	9%	**7%**	0%	**0%**	0%	**0%**

Comments:	In the home-based option this is not an issue but it can be in the center-based option.
	Difficult with the RCAS, they put all kids onto RTI and they do not get special ed services the same way as with an IEP. Birth-3 is wonderful.
	18.6.1 - some information shared during home visits for Part B; Head Start classroom sites integrated with Part C 19.6.2 Timely evaluations sometimes difficult to to parent non-compliance, availability of district staff to provide multiple attempts to contact family, some districts started "pre-referral screening meetings" that can delay process. Depends on service area if staff are invited to IFSP/IEP - not consistently invited across whole service area.
	Timely evals have been an issue in some of our LEAs. It isn't necessarily obtaining the evals, but in actually having the evals done within the required timeframe after a parent has signed a referral. In one case the referral was given and the actually evaluation didn't begin until 4 months later and the eval wasn't complete until 5+ months from the signed referral being hand delivered to the LEA

Key Activity Area 7: Community Services

Area 7: Involvement with Community Services

Category	No Working Relationship (little/no contact)		Cooperation (exchange info/referrals)		Coordination (work together)		Collaboration (share resources/ agreements)		NA	
	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015
	N=11	N=14	N=11	N=14	N=11	N=14	N=11	N=14	N=11	N=14
7.1.C. Providing Energy Assistance	9%	**14%**	45%	**50%**	36%	**21%**	9%	**14%**	0%	**0%**
7.1.D. Providing Housing Assistance	9%	**14%**	45%	**43%**	36%	**21%**	9%	**14%**	0%	**7%**

Area	Not at All Difficult		Somewhat Difficult		Difficult		Extremely Difficult		NA	
	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015
	N=11	N=14	N=11	N=14	N=11	N=14	N=11	N=14	N=11	N=14
7.2.G. Legal Services	9%	**29%**	45%	**7%**	18%	**7%**	18%	**14%**	9%	**43%**
7.2.H. Public Transportation	27%	**36%**	45%	**14%**	9%	**14%**	9%	**7%**	9%	**29%**

Comments:	21.7.1 - we are basically providing information to families. Local housing authority office in 2/4 counties more involvement through attendance at county partnership meetings or referrals. 22.7.2 waiting list for legal services, lack of access - cost of public transportation, policies not always supportive of low-income families.

Key Activity Area 8A: Partnerships With Local Education Agencies

Area 8A: Involvement with partnerships with local education agencies

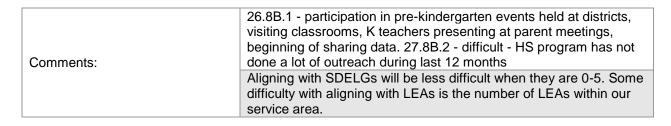| Area	Not at All Difficult		Somewhat Difficult		Difficult		Extremely Difficult		NA	
	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015
	N=11	N=14	N=11	N=14	N=11	N=14	N=11	N=14	N=11	N=14
8A.1.E. Staff training, including opportunities for joint staff training	27%	**57%**	27%	**29%**	18%	**7%**	27%	**7%**	0%	**0%**
8A.1.G. Provision and use of facilities, transportation, etc.	27%	**64%**	36%	**21%**	18%	**7%**	18%	**7%**	0%	**0%**
8A.1.H. Sharing and aligning School Readiness goals.	27%	**50%**	27%	**21%**	18%	**21%**	27%	**7%**	0%	**0%**

Comments:	Good relationship just can't get children on IEP's in a timely manner
	Depends on district - some districts have joint training opportunities, not all of them. We have lost classroom space in two districts recently due to increased district enrollment. Sharing and aligning readiness goals difficult due to HS program not doing a lot of outreach over the past 12 months.

Key Activity Area 8B: Head Start Transition and Alignment with K-12

Area 8B: Involvement with Head Start transition and alignment with K-12

Category	No Working Relationship (little/no contact)		Cooperation (exchange info/referrals)		Coordination (work together)		Collaboration (share resources/ agreements)		NA	
	2014 N=11	2015 N=14	2014 N=11	2015 N=14	2014 N=11	2015 N=14	2014 N=11	2015 N=14	2014 N=11	2015 N=14
8B.1.A. Relationship with Local Education Agencies (LEAs) regarding transition from Head Start to kindergarten	0%	**0%**	18%	**7%**	45%	**64%**	36%	**29%**	0%	**0%**

Area	Not at All Difficult		Somewhat Difficult		Difficult		Extremely Difficult		NA	
	2014 N=11	2015 N=14	2014 N=11	2015 N=14	2014 N=11	2015 N=14	2014 N=11	2015 N=14	2014 N=11	2015 N=14
8B.2.A. Coordinating with LEAs to implement systematic procedures for transferring Head Start program records to school	82%	**79%**	18%	**7%**	0%	**14%**	0%	**0%**	0%	**0%**
8B.2.F. Aligning Head Start curricula with South Dakota Early Learning Guidelines	82%	**79%**	18%	**21%**	0%	**0%**	0%	**0%**	0%	**0%**
8B.2.M. Aligning curricula and assessment practices reflective of school readiness goals with LEAs	27%	**57%**	55%	**21%**	9%	**7%**	9%	**7%**	0%	**7%**

Comments:	26.8B.1 - participation in pre-kindergarten events held at districts, visiting classrooms, K teachers presenting at parent meetings, beginning of sharing data. 27.8B.2 - difficult - HS program has not done a lot of outreach during last 12 months
	Aligning with SDELGs will be less difficult when they are 0-5. Some difficulty with aligning with LEAs is the number of LEAs within our service area.

Key Activity Area 9: Head Start To Head Start Transition

Area 9: Involvement with other Head Start programs

Category	No Working Relationship (little/no contact)		Cooperation (exchange info/referrals)		Coordination (work together)		Collaboration (share resources/ agreements)		NA	
	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015
	N=11	N=14	N=11	N=14	N=11	N=14	N=11	N=14	N=11	N=14
9.1.A. Relationship with other Head Start Agencies regarding transition from Head Start to Head Start	9%	**14%**	18%	**50%**	55%	**29%**	18%	**7%**	0%	**0%**

Area	Not at All Difficult		Somewhat Difficult		Difficult		Extremely Difficult		NA	
	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015
	N=11	N=14	N=11	N=14	N=11	N=14	N=11	N=14	N=11	N=14
9.2.A. Ongoing communication with other Head Start agencies to facilitate coordination of programs	83%	**73%**	8%	**9%**	0%	**9%**	8%	**9%**	0%	**0%**

Comments:	Networking opportunities at SDHSA allow staff to build relationships with other HS programs so that ongoing communication an occur. No state-wide application process.

Key Activity Area 10: Professional Development

Area 10: Involvement with professional development

Category	No Working Relationship (little/no contact)		Cooperation (exchange info/referrals)		Coordination (work together)		Collaboration (share resources/ agreements)		NA	
	2014 N=11	2015 N=14	2014 N=11	2015 N=14	2014 N=11	2015 N=14	2014 N=11	2015 N=14	2014 N=11	2015 N=14
10.1.A. Institutions of Higher Education (4 year)	0%	**21%**	27%	**14%**	27%	**43%**	45%	**7%**	0%	**14%**
10.1.B. Institutions of Higher Education (less than 4 year, e.g., Technical Institutes, community colleges, etc.)	0%	**14%**	45%	**21%**	27%	**64%**	27%	**0%**	0%	**0%**
10.1.C. On-line courses/programs	27%	**21%**	55%	**14%**	18%	**14%**	0%	**7%**	0%	**43%**
10.1.H. S.D. Department of Social Services Child Care Services Pathways for Professional Development Career Lattice System.	27%	**21%**	36%	**36%**	18%	**14%**	18%	**7%**	0%	**21%**

Area	Not at All Difficult		Somewhat Difficult		Difficult		Extremely Difficult		NA	
	2014 N=11	2015 N=14	2014 N=11	2015 N=14	2014 N=11	2015 N=14	2014 N=11	2015 N=14	2014 N=11	2015 N=14
10.2.E. Accessing CDA (Child Development Association) programs	64%	**57%**	27%	**29%**	9%	**0%**	8%	**0%**	0%	**14%**
10.2.F. Accessing South Dakota DOE Teacher Certification and Accreditation System	73%	**50%**	27%	**21%**	0%	**7%**	0%	**7%**	0%	**14%**

Comments:	Certification officers have been more than helpful in answering questions related to administrative rules and equivalency.
	32.10.1 - had internship student placed from STI for first time
	33.10.2 - staff have difficulty knowing what type of program best for them (STI, Western Iowa Tech, Sanford, other online)

TRENDS AND OBSERVATIONS

Trends regarding level of involvement Head Start agencies have with providers/organizations

Respondents were asked to rate the extent of their involvement (no working relationship, cooperation, coordination, or collaboration) during the past 12 months with several providers/organizations across ten activity areas.

There are several providers/organizations across the key activity areas with at least ≈ 22% of the respondents indicating that Head Start agencies have no working relationship, meaning there is no contact or very little contact (see Tables). The percentages recorded reflect rounded percentages based on different survey response N per area (see Table 5).

Tables reflect differences in data from 2010, 2011, 2012, 2013 and 2014. Since different individuals and or programs may have answered the surveys no relationships may be assumed. Survey areas items that were not included in one or more of the years, 2010, 2011, 2012, 2013 or 2014, are identified with (-) and no data were available for that year. Those survey areas items that had fewer than 22% No Working Relationship responses are identified with (<22%).

Responses indicating No Working Relationship with agencies or organizations. Percentages reflect 22% or more of respondents.

Category	Provider/Organization	% 2010	% 2011	% 2012	% 2013	% 2014	% 2015
Area 1: Health Care Services	State agency(ies) providing mental health prevention and treatment services	≈33%	≈31%	<23%	<22%	<22%	≈14%
	Other nutrition services (e.g., cooperative extension programs, university projects on nutrition, Healthy South Dakota, etc.)	<22%	<22%	≈27%	≈25%	≈27%	≈7%

Category	Provider/Organization	% 2010	% 2011	% 2012	% 2013	% 2014	% 2015
Area 2: Services for Children Experiencing Homelessness	Local McKinney Vento liaison (School District)	≈59%	≈46%	≈36%	≈50%	≈73%	≈43%
	Title I Director, if Title I funds are being used to support early care and education programs for children experiencing homelessness	≈50%	≈39%	≈36%	≈46%	≈64%	≈36%

Category	Provider/Organization	% 2010	% 2011	% 2012	% 2013	% 2014	% 2015
Area 3: Welfare/Child Welfare	Common Sense Parenting Classes offered by the Division of Child Protection Services in S.D. Department of Social Services	- No Data	- No Data	- No Data	≈25%	≈27%	≈21%

Category	Provider/Organization	% 2010	% 2011	% 2012	% 2013	% 2014	% 2015
Area 4: Child Care Services	Local child care programs for full-year, full-day services	<22%	≈23%	≈27%	<22%	<22%	≈21%
	Center Based	<22%	≈23%	≈27%	<22%	<22%	≈14%
	Group/Family	≈25%	≈31%	≈36%	≈33%	≈27%	≈29%
	In-Home (Regulated/Non-regulated)	≈25%	≈39%	≈55%	≈42%	≈27%	≈29%

Category	Provider/Organization	% 2010	% 2011	% 2012	% 2013	% 2014	% 2015
Area 5: Family Literacy Services	Providers of services for children and families who are English Language Learners (ELL)	≈25%	≈23%	≈27%	<22%	<22%	≈14%
	Local School District Title I Coordinator	- No Data	- No Data	≈46%	≈42%	≈36%	≈14%

Category	Provider/Organization	% 2010	% 2011	% 2012	% 2013	% 2014	% 2015
Area 8A: Partnerships With Local Education Agencies	Staff training, including opportunities for joint staff training	<22%	<22%	≈40%	<22%	≈27%	≈57%
	Provision and use of facilities, transportation, etc.	<22%	<22%	≈27%	<22%	<22%	≈64%
	Sharing and aligning School Readiness goals.	<22%	<22%	<22%	<22%	≈27%	≈50%
Area 8B: Head Start Transition and Alignment with K-12	Relationship with Local Education Agencies (LEAs) regarding transition from Head Start to kindergarten	<22%	<22%	<22%	<22%	<22%	≈0%

Category	Provider/Organization	% 2010	% 2011	% 2012	% 2013	% 2014	% 2015
Area 9: Head Start to Head Start Transition	Relationship with other Head Start Agencies regarding transition from Head Start to Head Start	<22%	<22%	<22%	<22%	<22%	≈9%
Area 10: Professional Development	On-line courses/programs	<22%	≈25%	≈27%	≈42%	≈27%	≈21%

Trends regarding level of involvement Head Start agencies have with providers/organizations

Respondents were asked to indicate the extent to which each task relating to key activity areas was difficult during the past 12 months (not at all difficult, somewhat difficult, difficult, or extremely difficult). There are several tasks across the key activity areas with at least 22% of the respondents indicating that the task has been difficult or extremely difficult (see Tables). The percent recorded in each activity area in the following tables is the combined percentage of difficult and extremely difficult categories. The percentages recorded reflect rounded percentages based on different survey response N per area.

Tables reflect differences in data from 2010, 2011, 2012, 2013, 2014, and 2015. Since different individuals and or programs may have answered the surveys no relationships may be assumed. Some questions that were added to recent years were not originally identified in the survey in 2010, and as such no five-year data can be inferred.

Area	Provider/Organization	Extremely Difficult/ Difficult Percentage					
		2010	2011	2012	2013	2014	2015
Area 2: Services for Children Experiencing Homelessness	In coordination with LEA, developing and implementing family outreach and support efforts under McKinney-Vento and transition planning for children experiencing homelessness	≈44%	<22%	≈27%	<22%	≈27%	≈21%
Area 3: Welfare/child Welfare	Establishing and implementing local interagency partnerships' agreements regarding family/child assistance services.	<22%	<22%	≈27%	≈25%	<22%	≈14%
Area 4: Child Care	Establishing linkages/partnerships with child care providers	<22%	<22%	<22%	≈25%	≈45%	≈21%
	Aligning policies and practices with other service providers	<22%	≈31%	≈27%	≈25%	<22%	≈21%
	Sharing data/information on children that are jointly served (assessments, outcomes, etc.)	<22%	≈23%	≈27%	<22%	<22%	≈21%
Area 5: Family Literacy Services	Establishing linkages/partnerships with key local level organizations/programs	≈33%	≈23%	<22%	≈25%	≈27%	≈14%

Area 6: Services for Children With Disabilities	Obtaining timely evaluations of children	<22%	<22%	<22%	≈32%	≈27%	≈0%
	Having staff attend IEP/IFSP meetings	<22%	<22%	<22%	≈32%	<22%	≈0%

Area 7: Community Services	Legal Services	<22%	≈23%	≈36%	≈59%	≈36%	≈14%
	Public Transportation	<22%	<22%	≈27%	≈33%	<22%	≈7%

Area 8B: Head Start Transition and Alignment with K-12	Coordinating with LEAs to implement systematic procedures for transferring Head Start program records to school	<22%	≈23%	<22%	<22%	<22%	≈0%
	Aligning LEA and Head Start curricula and assessments with Head Start Child Outcomes Framework (The Head Start Child Development and Early Learning Framework)	<22%	≈23%	<22%	≈25%	<22%	≈0%
	Aligning curricula and assessment practices reflective of school readiness goals with LEAs	<22%	≈34%	<22%	≈25%	<22%	≈7%

Trends within the key activity areas

Key Activity Area 1: Health Care
- The majority of respondents indicated collaboration within the Health Care questions. Trends indicate that respondents have improved in this category over the past five years.
- Respondents consistently indicated that they have little difficulty in assisting parents and sharing information regarding their children's health care.
- Responses to question 1.2D showed a decrease in "Not at All Difficult" and a transition towards "Somewhat Difficult" between 2014 and 2015.

Key Activity Area 2: Services for Children Experiencing Homelessness
- The majority of the respondents indicated that they have no working relationship with school districts in support of children experiencing homelessness. However, this majority has been shrinking steadily over the past five years.
- Several region XI respondents indicated that this category was "not applicable" to them, which could mean that this category is not addressed in their curriculum.
- Question 2.2C remained similar to 2014 responses, with the majority indicating that developing and implementing family outreach remains "Somewhat Difficult."

Key Activity Area 3: Welfare/Child Welfare
- The majority of respondents indicated that there was good coordination within this category. This trend has been steadily increasing over the past five years.
- Although most respondents indicated coordination and cooperation as their responses the number of "Collaboration" responses decreased since 2014.
- Over half of the respondents indicated that establishing and implementing local interagency partnerships and exchanging information on roles and resources with other service providers is "Not at All Difficult."

Key Activity Area 4: Child Care Services
- Five year data suggests that the respondents' involvement with child care services has remained consistent.
- Questions 4.1C2 and 4.1C3 had a large amount of "not applicable" responses. Almost all of these responses were from Region XI respondents. It is likely that Group/Family and In-Home child care services are out of the scope of these Head Start centers or that there are other resources available for these categories.
- The majority of respondents indicated that establishing partnerships with child care providers is "Not at All Difficult," but there was still a large amount who indicated that this category was either "Difficult" or "Extremely Difficult" which may account for the large amount of "not applicable" responses in the 4.1 category questions.

Key Activity Area 5: Family Literacy Services
- Trends indicate that the amount of "No Working Relationship" responses has decreased steadily over the years.
- Question 5.1F saw a decrease in "Cooperation" responses in lieu of increased "Coordination" responses, indicating that the respondents are providing better family literacy services in conjunction with providers of services who are English Language Learners.
- A small amount of respondents indicated that this category was "not applicable" to them, which may suggest that there is no demand for family literacy services or that their Head Start center doesn't have access to providers of these services.
- Question 5.2C saw a decrease of "Somewhat Difficult" and "Difficult" responses between 2014 and 2015, however two respondents indicated that establishing partnerships with key literacy providers was "Extremely Difficult."

Key Activity Area 6: Services for Children with Disabilities

- Respondents reported a very high coordination and collaboration effort with Part B/619 and Part C providers.
- No respondents indicated "No Working Relationship" with Part B/619 and Part C providers, an improvement from the past five years.
- No respondents indicated that this category was "not applicable" to them and their Head Start centers.
- A large amount of respondents indicated that this category was "Not at All Difficult" to implement.
- This category had the most open-ended comments by respondents, indicating it was a topic that the respondents felt very passionately about.

Key Activity Area 7: Community Services
- A large amount of respondents indicated "Cooperation" in providing assistance with energy and housing assistance. These categories have reduced significantly in the "No Working Relationship" over the past five years.
- Questions 7.2G and 7.2H, providing assistance with legal and public transportation services, reported a large amount of "not applicable" responses. Most of these responses were from Region XI respondents. These "not applicable" responses may suggest that legal and public transportation services are not in demand at their Head Start centers. Legal services may also be affected by tribal law and tribal legal services in the area of the Head Start center.

Key Activity Area 8A: Partnerships with Local Education Agencies
- No questions were consistently asked in category 8A over the past five years. Because of this no aggregate data was catalogued under the five year trends.
- The majority of respondents indicated that staff training, provision and use of facilities, and sharing and aligning school readiness goals was "Not at All Difficult."
- 8A.1E, 8A.1G, and 8A.1H all showed a reduction in the "Extremely Difficult" responses.

Key Activity Area 8B: Head Start Transition and Alignment with K-12
- Five year data suggests that category 8B has been steadily improving over the duration of this assessment with very little difficulty reported by respondents.
- The majority of respondents indicated "Coordination" or "Collaboration" with local education agencies regarding the transition from Head Start to kindergarten.
- The majority of respondents indicated that coordinating with local education agencies was "Not at All Difficult," and the amount of "Somewhat Difficult" responses has decreased in recent years.

Key Activity Area 9: Head Start to Head Start Transition
- No questions were consistently asked in category 9 over the past five years. Because of this no aggregate data was catalogued under the five year trends.
- The amount of "Coordination" and "Collaboration" responses decreased from 2014 to 2015. Instead these respondents moved towards "Cooperation" with other Head Start agencies regarding transition from Head Start to Head Start.
- Ongoing communication with other Head Start agencies to facilitate coordination of programs was reported as "Not at All Difficult" by the majority of respondents.

Key Activity Area 10: Professional Development
- No questions were consistently asked in category 10 over the past five years. Because of this no aggregate data was catalogued under the five year trends.
- Respondents indicated a growing rate of "No Working Relationship" in regards to involvement with institutions of higher learning and online courses.
- A large amount of region XI respondents said that online courses and programs are "not applicable" to their Head Start center. This could be due to access to computers with an internet connection or access to course software.
- Respondents indicated a higher amount of "Coordination" and "Cooperation" responses for one to three year programs than four or more year programs.

Conclusions

The results of this survey suggest that the evaluation of the grant recipients has been an improvement since the implementation of the grant in 2010. This evaluation gives the Head Start respondents an opportunity to share success stories and announce frustrations that may be blocking access to services for their stakeholders.

Overall the majority of respondents have indicated growth and development in the 10 identified categories. Areas that could use improvement include Key Activity Area 9: Head Start to Head Start Transition, and Key Activity Area 10: Professional Development. Continued program development in these areas will indirectly improve the other categories beyond their current improvements.

APPENDIX TABLES AND SURVEY INSTRUMENT

Head Start State Needs Assessment Survey

Introduction for Head Start Agencies

The Head Start Act (as amended December 12, 2007) requires the Head Start State Collaboration Offices (HSSCOs) conduct a needs assessment of Head Start grantees in the State (including Early Head Start grantees) in the areas of coordination, collaboration alignment of services, and alignment of curricula and assessments used in Head Start programs with the Head Start Child Outcomes Framework and, as appropriate, State Early Learning Standards

The Head Start Act also requires the HSSCOs to use the results of the needs assessment to develop a strategic plan outlining how they will assist and support Head Start grantees in meeting the requirements of the Head Start Act for coordination, collaboration, transition to elementary school and alignment with K-12 education. HSSCOs must annually update the needs assessment and strategic plan and make the results of the needs assessment available to the general public within the State.

The purpose of gathering this information is to identify your agency needs in specified areas and inform the activities of the annually revised strategic plan for the Head Start State Collaboration Office in your state.

This needs assessment survey questionnaire is organized around the ten national priority areas for the HSSCOs. These priority areas are: 1) Health Care Services; 2) Services for Children Experiencing Homelessness; 3) Welfare 4) Child Care Services; 5) Family Literacy; 6) Services for Children with Disabilities; 7) Community Services; 8) Education; 9) Child Welfare; and 10) Professional Development. In addition, sections are included to cover the areas of Head Start/Pre-K Partnership Development, Head Start transition and Alignment with K-12, and Funding.

The survey includes three parts for each of the content areas indicated above.

Introduction – Part 1

Part 1 asks you to rate the extent of your involvement with various service providers/organizations related to the content area. This part uses the following 4-point Likert scale and definitions to reflect your progress in relationship-building at this point in time:

No Working Relationship	Cooperation	Coordination	Collaboration	NA
(little/no contact)	(exchange info/referrals)	(work together)	(share resources/ agreements)	(not applicable)

Introduction – Part 2

Part 2 asks you to indicate the level of difficulty your program has had engaging in each of a variety of activities and partnerships. A 4-point scale of difficulty is provided, ranging from "Not At All Difficult" to "Extremely Difficult," as shown below. The purpose of this part is to assist you in identifying challenges you may be experiencing in building successful partnerships at the local and state levels to support the delivery of quality education and comprehensive services to your children and families.

Not at All Difficult	Somewhat Difficult	Difficult	Extremely Difficult	N/A

Introduction – Part 3

Part 3 gives you the opportunity to document any remaining concerns that were not covered in the survey, what is working well in your program, and to indicate if any of these successful strategies/activities may be helpful to other

programs.

The Head Start State Collaboration Director will aggregate the survey findings from all Head Start agencies in South Dakota and then compile a report. The report will reflect adjustments to the strategic plan and be forwarded to the Office of Head Start regional office. The report will be made available to you and to the general public.

Thank you for taking the time to reflect on the coordination and collaboration challenges and accomplishments in your program(s). The cumulative findings from this needs assessment survey will assist the Collaboration Director to support your program needs in the collaboration and systems development work in South Dakota. Our shared goal is to support and promote your success in serving South Dakota's children and families.

HEAD START STATE NEEDS ASSESSMENT SURVEY

A. Date survey was completed: 12-month time frame included (e.g., 9/1/13– 8/31/14):

_____   _____

B. Name and title of person(s) completing this survey:

Name	Title
1.	
2.	
3.	
4.	
5.	

C. Head Start Agency Information:

Name: _____   Phone: _____

Address: _____

_____

_____

_____

_____

D. Contact information for person responsible for this survey:

Name: _____   Title: _____

Address: _____

_____

_____

Phone: _____   Email: _____

Please complete this survey by Monday, May 11, 2015

1.1   Using the definitions on page 2, please rate the *extent of your involvement* with each of the following service providers/organizations *during the past 12 months*. Check *one rating* for each.

> *Note: If you have different relationships with different providers/organizations in a category, check the option that best describes your relationship with most of them.*

Category	No Working Relationship (little/no contact)	Cooperation (exchange info/referrals)	Coordination (work together)	Collaboration (share resources/ agreements)	NA
1.1.B. Area or local agency(ies) providing mental health prevention and treatment services (i.e. Community Health Centers)					
1.1.D. Nutrition services (e.g., cooperative extension programs, university projects on nutrition, Healthy South Dakota, WIC, etc.)					

> *Note: "Medical and Dental Home" means comprehensive, coordinated care and not just access to a doctor or dentist, particularly for one-time exams.*

1.2.   Please indicate the *extent to which each of the following was difficult* during the past 12 months. Select *one rating for each* item.

Area	Not at All Difficult	Somewhat Difficult	Difficult	Extremely Difficult	NA
1.2.D. Assisting parents to communicate effectively with medical/dental providers					
1.2.E. Sharing data/information on children/families served jointly by Head Start and other agencies re: health care (e.g., lead screening, nutrition reports, home-visit reports, etc.)					

Comments:

_____

_____

2. SERVICES FOR CHILDREN EXPERIENCING HOMELESSNESS

2.1 Using the definitions on page 2, please rate the *extent of your involvement* with each of the following service providers/organizations *during the past 12 months*. Check *one rating* for each.

*Note: If you have different relationships with different providers/organizations in a category, check the option that **best describes** your relationship with **most** of them.*

Category	No Working Relationship (little/no contact)	Cooperation (exchange info/referrals)	Coordination (work together)	Collaboration (share resources/ agreements)	NA
2.1.A. School District McKinney-Vento liaison					
2.1.C. School District Title I Director, if Title I funds are being used to support early care and education programs for children experiencing homelessness *					

2.2 Please indicate the *extent to which each of the following was difficult* during the past 12 months. Select *one rating for each* item.

Area	Not at All Difficult	Somewhat Difficult	Difficult	Extremely Difficult	NA
2.2.C. In coordination with LEA, developing and implementing family outreach and support efforts under McKinney-Vento and transition planning for children experiencing homelessness					

*Note: Title I funded preschool programs must follow the Head Start Performance Standards

Comments:

_____

_____

3. WELFARE/CHILD WELFARE

3.1. Using the definitions on page 2, please rate the **extent of your involvement** with each of the following service providers/organizations **during the past 12 months**. Check **one rating** for each.

> *Note: If you have different relationships with different providers/organizations in a category, check the option that **best describes** your relationship with **most** of them.*

Category	No Working Relationship (little/no contact)	Cooperation (exchange info/referrals)	Coordination (work together)	Collaboration (share resources/ agreements)	NA
3.1.C. Child Welfare agency (Child Protection)					
3.1.D. Common Sense Parenting Classes offered by the Division of Child Protection Services in the S.D. Department of Social Services.					

3.2. Please indicate the **extent to which each of the following was difficult** during the past 12 months. Select *one rating for each* item.

Area	Not at All Difficult	Somewhat Difficult	Difficult	Extremely Difficult	NA
3.2.C. Establishing and implementing local interagency partnerships agreements regarding family/child assistance services.					
3.2.D. Exchanging information on roles & resources with other service providers regarding family/child assistance services					

Comments:

_____

_____

4. CHILD CARE SERVICES

4.1. Using the definitions on page 2, please rate the ***extent of your involvement*** with each of the following service providers/organizations ***during the past 12 months***. Check ***one rating*** for each*.*

> *Note: If you have different relationships with different providers/organizations in a category, check the option that **best describes** your relationship with **most** of them.*

Category	No Working Relationship (little/no contact)	Cooperation (exchange info/referrals)	Coordination (work together)	Collaboration (share resources/ agreements)	NA
4.1.C. Local child care programs for full-year, full-working day services					
4.1.C1. Center Base					
4.1.C2. Group/Family					
4.1.C3. In-Home (Regulated/Non-Regulated)					

4.2. Please indicate the ***extent to which each of the following was difficult*** during the past 12 months. Select ***one rating*** *for each* item.

Area	Not at All Difficult	Somewhat Difficult	Difficult	Extremely Difficult	NA
4.2.A. Establishing linkages/partnerships with child care providers					
4.2.C. Aligning policies and practices with other service providers					
4.2.D. Sharing data/information on children that are jointly served (assessments, outcomes, etc.)					

Comments:

_____

_____

5. FAMILY LITERACY SERVICES

5.1. Using the definitions on page 2, please rate the extent of your involvement with each of the following service providers/organizations during the past 12 months. Check one rating for each.

*Note: If you have different relationships with different providers/organizations in a category, check the option that **best describes** your relationship with **most** of them.*

Category	No Working Relationship (little/no contact)	Cooperation (exchange info/referrals)	Coordination (work together)	Collaboration (share resources/ agreements)	NA
5.1.F. Providers of services for children and families who are English Language Learners (ELL)					
5.1.G. Local School District Title I Coordinator					

5.2. Please indicate the **extent to which each of the following was difficult** during the past 12 months. Select **one rating** *for each* item.

Area	Not at All Difficult	Somewhat Difficult	Difficult	Extremely Difficult	NA
5.2.C. Establishing linkages/partnerships with key local literacy providers and/or organizations/programs (other than libraries)					

Comments:

_____

_____

6. SERVICES FOR CHILDREN WITH DISABILITIES

6.1. Using the definitions on page 2, please rate the extent of your involvement with each of the following service providers/organizations during the past 12 months. Check one rating for each.

Note: If you have different relationships with different providers/organizations in a category, check the option that best describes your relationship with most of them.

Descriptions:

Part B/619 - The Preschool Grants Program, authorized under Section 619 of Part B of IDEA, was established in 1981 to provide grants to states to serve young children with disabilities, ages 3 through 5 years. Special education and related services can be provided under Section 619 of Part B of IDEA. Services may include, but are not limited to the following:
Special instruction
Development and implementation of IEPs
Assistive technology devices and services
Audiology
Counseling services
Early identification and assessment
Medical services for diagnosis or evaluation
Occupational therapy
Physical therapy
Speech-language therapy

Section 504 - Section 504 is a federal statute that prohibits discrimination based upon a disability. Section 504 covers eligible children, employees, and other individuals with disabilities for accommodations that enable them to work or learn.

Part C - The state of South Dakota participates in a federal program called the Early Intervention Program for Infants and Toddlers with Disabilities (Part C). In South Dakota we call this program Birth to Three Connections. Parents, teachers and health care providers know that children with developmental delays are healthier and better learners when they receive early intervention services as early in their lives as possible. The state of South Dakota is committed to providing services to young children and their families.

Category	No Working Relationship (little/no contact)	Cooperation (exchange info/referrals)	Coordination (work together)	Collaboration (share resources/ agreements)	NA
6.1.A. Local Part B/619 providers					
6.1.B. Local Part C providers					

6.2. Please indicate the **extent to which each of the following was difficult** during the past 12 months. Select *one rating for each* item.

Area	Not at All Difficult	Somewhat Difficult	Difficult	Extremely Difficult	NA
6.2.A. Obtaining timely evaluations of children					
6.2.B. Having staff attend IEP or IFSP meetings					
6.2.E. Sharing data/information on jointly served children (assessments, outcomes, etc.)					

Comments:
_____

_____

7. COMMUNITY SERVICES

7.1. Using the definitions on page 2, please rate the extent of your involvement with each of the following service providers/organizations during the past 12 months. Check one rating for each.

*Note: If you have different relationships with different providers/organizations in a category, check the option that **best describes** your relationship with **most** of them.*

Category	No Working Relationship (little/no contact)	Cooperation (exchange info/referrals)	Coordination (work together)	Collaboration (share resources/ agreements)	NA
7.1.C. Providing Energy Assistance					
7.1.D. Providing Housing Assistance					

7.2. Please indicate the **extent to which each of the following was difficult** during the past 12 months. Select *one rating for each* item.

Area	Not at All Difficult	Somewhat Difficult	Difficult	Extremely Difficult	NA
7.2.G. Legal Services					
7.2.H. Public Transportation					

Comments:

_____

_____

8A. PARTNERSHIPS WITH LOCAL EDUCATION AGENCIES

8A.1. For each of the following items, please rate the level of difficulty *you have had in the past*, *or may have* as you coordinate activities with LEA's. Select *one rating for each* item.

Area	Not at All Difficult	Somewhat Difficult	Difficult	Extremely Difficult	NA
8A.1.E. Staff training, including opportunities for joint staff training					
8A.1.G. Provision and use of facilities, transportation, etc.					
8A.1.H. Sharing and aligning readiness goals.					

Comments:

_____

_____

8B. HEAD START TRANSITION AND ALIGNMENT WITH K-12

8B.1. Using the definitions on page 2, please rate the **extent of your involvement** with local education agencies (LEAs) **during the past 12 months**. Check **one rating**.

*Note: If you have different relationships with different LEAs, check the option that **best describes** your relationship with **most** of them.*

Category	No Working Relationship (little/no contact)	Cooperation (exchange info/referrals)	Coordination (work together)	Collaboration (share resources/ agreements)	NA
8B.1.A. Relationship with Local Education Agencies (LEAs) regarding transition from Head Start to kindergarten					

8B.2. Please indicate the **extent to which each of the following was difficult** during the past 12 months. Select *one rating for each* item.

Area	Not at All Difficult	Somewhat Difficult	Difficult	Extremely Difficult	NA
8B.2.A. Coordinating with LEAs to implement systematic procedures for transferring Head Start program records to school					
8B.2.F. Aligning Head Start curricula with South Dakota Early Learning Guidelines					
8B.2.M. Aligning curricula and assessment practices reflective of school readiness goals with LEAs					

Comments:

_____

_____

9. HEAD START TO HEAD START TRANSITION

9.1. Using the definitions on page 2, please rate the **extent of your involvement** with other Head Start agencies **during the past 12 months**. Check **one rating**.

*Note: If you have different relationships with different Head Start agencies, check the option that **best describes** your relationship with **most** of them.*

Category	No Working Relationship (little/no contact)	Cooperation (exchange info/referrals)	Coordination (work together)	Collaboration (share resources/ agreements	N/A
9.1.A. Relationship with other Head Start Agencies regarding transition from Head Start to Head Start					

9.2.   Please indicate the **extent to which each of the following was difficult** during the past 12 months. Select *one rating for each* item.

Area	Not at All Difficult	Somewhat Difficult	Difficult	Extremely Difficult	NA
9.2.A. Ongoing communication with other Head Start agencies to facilitate coordination of programs					

Comments:

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10. PROFESSIONAL DEVELOPMENT

10.1.   Using the definitions on page 2, please **rate the extent of your involvement** with each of the following service providers/organizations **during the past 12 months**. Check **one rating** for each.

*Note: If you have different relationships with different providers/organizations in a category, check the option that **best describes** your relationship with **most** of them.*

Category	No Working Relationship (little/no contact)	Cooperation (exchange info/referrals)	Coordination (work together)	Collaboration (share resources/ agreements)	NA
10.1.A. Institutions of Higher Education (4 year)					
10.1.B. Institutions of Higher Education (less than 4 year, e.g., community colleges)					
10.1.C. On-line courses/programs					
10.1.H. Relationship with Child Care Services Pathways for Professional Development Career Lattice System.					

10.2. Please indicate the *extent to which each of the following was difficult* during the past 12 months. Select *one rating* for *each* item.

Area	Not at All Difficult	Somewhat Difficult	Difficult	Extremely Difficult	NA
10.2.E. Accessing CDA (Child Development Association) programs					
10.2.F. Ability to access South Dakota DOE Teacher Certification and Accreditation System					

Comments:

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